THE SOUTH INDIAN TEACHER

Vol. XXIX | NOVEMBER 1956 | No. 11

ALL INDIA EDUCATIONAL CONFERENCE, JAIPUR

Presidential Address (Secondary Education Section)

By

S. NATARAJAN.

Secondary Education has been the weakest link in our education system and today an all out effort is being made to strengthen this link so that Secondary Education may play its vital role effectively. The appointment of the Secondary Education Commission and the consideration given to its recommendations have created in a very large measure a stir in the world of Secondary Education and today we find in every State vigorous efforts to improve Secondary Education. While at State levels consideration has been given to the pattern of Secondary Education, the duration of the course and the broad content of the course, we have got to bear in mind the definite aims set forth by the Commission and accepted by all the concerned authorities, the teachers and the public. These aims have been well stated in the report of the Commission, and they are :—

1. Training for democratic citizenship ;
2. Increasing and developing the vocational efficiency of the individual ;
3. Releasing the sources of creative energy in the students so as to enable them to develop their full personality ;
4. Training of competent personnel for junior leadership.

It is also well to realise that basic to the success of these aims is a complete change in the attitude of our students so that they may be in consonance with the aspirations and ideals of the nation. It is in this context of the realisation of these aims that the pattern has to be considered. The addition of an extra year to the existing secondary schools would give more time to the schools and at the same time would enable the school leavers to be more mature and therefore have a greater readiness to enter life and discharge the responsibility that they would be called upon to undertake. Also, it would strengthen their preparation for undertaking higher studies both in the academic and in the technical fields. Hence, in accordance with the recommendations of the Secondary Education Commission it has now been decided that the curricula should consist of four groups of which A, B and C would form the core subject and be compulsory for all the students, and under D the students will have the choice of electives in accordance with their interests and aptitudes. It has also been laid down that the standard of attainment of our pupils at the end of the Secondary School course should

roughly be as near the present Intermediate standard as possible. Taking into consideration the part that the Secondary School pupils will be called upon to play in national life in different fields, the study of three languages has become necessary and hence the scheme as finally recommended by the All-India Council for Secondary Education and the Central Advisory Board of Education makes provision for the study of three languages.

A thorough understanding of the forces of physical and natural laws which influence man's life and of the heritage that we have had together with the forces they contribute to human progress, and an understanding of our responsibility for the future are again necessary for the Secondary School pupils to whom we look for junior leadership in all spheres. Hence the study of General Science including Mathematics and of Social Studies have been made compulsory. The educative value of Crafts, and more than that, the opportunity it gives to creative activity and to the development of the sense of belonging to the community which the School serves, require that Crafts should be studied and practised in our Secondary Schools. Hence, these subjects which represent the strong basis of general education have been provided as compulsory subjects of study in our secondary schools.

The major defect in our Secondary Education in the past has been that it did not take note of the needs and aptitudes and interests of the students. This contributed in a great measure to deterioration in standards of attainment of secondary school pupils. To remedy these evils, provision is made for electives under Group D, and these electives provide both for those who can deal with abstract things and those who can express themselves better through practical and concrete activities. It must also be pointed out that provision of such electives will have a very strong and healthy influence upon pupils' achievements in the field of General Education as well. A great incentive for better work is the sense of satisfaction and joy that arises from achievement. The provision of subjects and courses suited to the interest and aptitudes of the students would provide that sense of achievement and this will have a very profound influence in the pupil's achievement in other fields also.

It is always difficult to frame a syllabus for a country as wide as India. It is again not proper for any external body cut off from schools to draft syllabi in different subjects to be followed by the schools. The ideal thing would be for the teaching faculty of a school to frame these syllabuses suited to their pupils and work it out so that the syllabus would satisfy a felt need and will have a goal that the students understand and can strive for. At the same time it gives the teacher the responsibility for the syllabus and therefore the responsibility for the achievement of their ends. The State however has a responsibility to stating in broad terms the knowledge and skills that students should acquire at the end of the Secondary school course. But unfortunately, in our country the situation has been such that teachers had to depend upon an external syllabus and their work has to be tested by an external Examination. However, here is a great opportunity for the teacher, for the Commission has stressed the importance of teacher participation in framing the syllabus as also in the assessment of pupils' achievement.

The syllabus published by the Ministry of Education is only a draft syllabus, and, as has been stated in the preface to this publication, it is intended to indicate in broad terms the content of knowledge that the students are expected to attain at the end of the secondary stage. They have clearly stated that it is for the State Boards of Education to frame the syllabi and they have been requested in doing so to take note of the Commission's recommendation that there should be very close teacher participation in the construction of these syllabi. Also, they have stated that in particular subjects like General Science, Mathematics and Social

Studies, while the State syllabus should again be a guide for the Schools, schools are expected to work out a programme within the frame-work of that syllabus suited to the needs of their pupils. Here in a broad area of the scheme of studies a great responsibility has been thrown upon the schools, and it is to be hoped that the schools will accept this responsibility and work it in a spirit conducive to entrusting schools with greater responsibility.

The decision of the All-India Council for Secondary Education that the subjects under Group B namely, General Science including Mathematics and Social Studies should be studied throughout the Higher Secondary School course and should be studied by all students is a vital departure from the recommendation of the Secondary Education Commission. This decision was taken by the Council after very careful consideration of the educative value of these subjects. It was felt that for a good General Education these subjects should form part of the curricula of studies for all pupils irrespective of the choice of subjects the pupils have made under the electives, for living is a common problem to all children and it is the responsibility of the school to train them for the good life, which understands their responsibilities and obligations to society and which can foster the attitude of co-operation and self-reliance in the pupils. Further, it was felt that a more mature mind as one would be having in Standard XI would be able to see them in the proper perspective ; and for these reasons the Council decided that these subjects should be compulsory for all pupils and should be provided for throughout the Higher Secondary School course. But they also realised that the vastness of these subjects would be such as to make it impossible for an External Examination to enable the schools to fulfil the objectives of the inclusion of these subjects in the curriculum, and hence the Council has recommended to the State Boards of Education that the subjects under Groups B and C should not be subjects for an External Examination, but that they should be internally assessed and the pupils' attainment recorded in the certificate. They have also recommended that this school assessment of the pupils' attainment in these subjects should be taken due note of in the final grading of the certificate issued by the External Board. In this recommendation lies a great charter of freedom for teachers. It throws the responsibility on the teacher for providing a suitable scheme of studies and working it out to the best advantage of the pupil. It further gives them the responsibility of measuring the pupils' attainments at the end of the course. It gives them the guarantee that their assessment would be taken note of by the External Examining Agency. Such an arrangement would not only lighten the load on the pupils, but would create the needed stimulus and enthusiasm in our teachers for providing a satisfactory scheme of studies and giving them the joy of working such a scheme prepared by themselves and in the interests of their pupils.

One of the cramping influences in our Secondary School Programme of studies is the External Examination conducted as it is. This has almost setup the pattern of our work in our schools, and it has created a situation in which the larger objectives of education are forgotten, and the narrow objective of success in an examination testing a particular skill largely of memorization and to some extent the linguistic ability has taken its place. The Commission's recommendation to give importance to school records has, however, not met the situation fully. It is halting and it represents the fear that schools could not be relied upon for a correct assessment of pupils achievements. It has suggested that out of six examination subjects, the school record in any two subjects may be preferred to the External Examination record. But in view of their strong recommendation that increasing importance should be given to school records, the question was examined at a Seminar in which Secretaries of Boards of Secondary Education Matriculation, Boards of

Universities and experts in examination participated, and they have recommended that even in the subjects for the External Examination due weightage should be given to school records. It must here be mentioned that they too were overwhelmed with the feeling that school records could not be relied upon fully and that there may be variations in standards as from school to school and even from teacher to teacher. But, however, they went so far as to say that even with such variations, school records should be given weightage to the extent of 20 per cent.

It is, however, heartening to say that Directors of Education and Secretaries of Education of different State Governments when they considered these recommendations later in June, 1956 expressed the view that greater weightage should be given to school work and at the same time steps be taken to ensure a fair measure of equivalence in standards of assessment by schools. They recommended that not less than 30 per cent of marks should be allotted to the Internal Assessment in the subjects for the External Examination. Both these bodies recommended that in all subjects requiring practical examination 50 per cent of the marks should be for Internal Assessment and only 50 per cent allotted for the results in the External Examination. These recommendations, I am sure, will be implemented by the State Boards of Secondary Education and teachers will see in this a particular field to exercise their responsibility with an eye on standards. This is almost a challenge to teachers and the decision of the authorities to rely upon the teachers' judgment has to be fully supported by teachers developing a high degree of professional sense and integrity and a scientific technique of appraisal of student ability.

It can be seen from the above that the success of this scheme of reorganisation in fulfilling its objectives will largely depend upon the teachers' attitude to these schemes and to their getting adequately prepared and equipped for assuming the new responsibility. The council has by a programme of Extension Services, Seminars and Secondary Education Workshops provided the means for inservice training for teachers, so that the teachers may equip themselves for this new task and responsibility.

There are 23 Extension Service Centres all over India and it is hoped that in the next two years 30 more Extension Service Centres would be provided which would reach a fairly large number of teachers. These Extension Services are designed to bring the training colleges and the schools in close contact. They provide the forum for a critical evaluation of the problems by the teachers themselves with a view to determining the steps they should take to improve both the tone and the standard of attainment of their pupils. By the organisation of discussion groups between the Faculty Members of the School and of the Training Colleges and of experts; by the organisation of Refresher Courses, and Seminars and by providing stimulating talks and discussions, teachers' efforts in deriving a sense of joy from the work that they are doing would be greatly strengthened. The Regional Seminars for Headmasters and Educational Officers would enable them to tackle problems on the administrative levels. In the Secondary Education workshops, class-room teachers, headmasters and administrative officers meet and discuss specific class-room problems for vitalising class-room work. Besides these the Council has also drawn up a programme whereby State Teachers' Association and Head Masters' Association could organise Teachers' Seminars for dealing with specific class-room problems. Financial aid for these Seminars would be available from the Council. It is hoped that these Seminars would help those teachers who would normally not come under the influence of the activities of the Extension Service Department in the State. It is our earnest hope that Teachers' Organisations in this State

will take advantage of this facility, and by their initiative will help all teachers to be prepared for facing the new responsibility.

It must also be mentioned, in this connection, that on the recommendation of the Council the Ministry has taken steps for establishing a Bureau of Examination Research. A committee has already been appointed to advise the Ministry on the constitution and functions of such a Bureau. The State Boards of Education have also been requested to establish similar Bureaus in their respective States for a constant appraisal of the criteria of examinations and for providing the schools some form of standardised achievement tests so as to enable schools to develop fairly uniform standards of testing pupils' attainment at school.

These and other reforms in Secondary Education are planned to bring about an educational renaissance in accord with the resurgent renaissance in all branches of life in the nation. The success of this renaissance will depend entirely upon the teachers and in this case we have to take note of the fact that a great sense of frustration has almost settled upon the teachers damping their initiative and forcing them to assume no responsibility. The conditions of service under which teachers have to work and the almost indifferent attitude of the authorities to remedy this condition has accentuated this feeling of frustration. The regimented condition under which teachers had to work without responsibility for syllabus, with no active participation in the examination have all contributed to the deepening of this frustration. No education can succeed if the teacher has not that responsible freedom to plan the programme in accordance with the needs of the students.

The teacher is therefore, to take a leading part in this great venture of reorganisation. He has not only to develop professional competence but should have a very important place in the planning and executing of this scheme. The various measures outlined above are steps in the direction of securing greater teacher participation, and it is fervently hoped that the teachers will realise the importance of their role and take up the responsibilities inherent in this. At the same time State Governments must address themselves to the urgent task of giving to the teachers security of tenure, salary scales sufficient to enable them to maintain a life of professional competence and make adequate provision for old age and retirement. The Secondary Education Commission has made very valuable recommendations in these directions and the State Governments and the Central Government are making earnest efforts in effecting improvement in these directions. But efforts alone will not help the teacher and it cannot be too strongly urged that these ameliorative measures are long overdue and any further delay would only jeopardise the cause of education. It is true that financial resources of the States and the Central Governments are not available in adequate measure for effecting these improvements, but these must be considered not in terms of a normal routine but in terms of an emergency of the utmost national importance. If the State Government should wait for the taxable resources of this State to develop to the extent to which it may be possible for them to effect improvement in teachers' salaries and service conditions, it may be too long and the time may not even come because the economic development of the country is dependent upon a higher standard of education which we cannot get until the teachers have conditions in which they can give their best.

India is a country where education has been considered the highest form of charity, and whenever a call for education is made philanthrophists respond magnificently to the call. A study of educational statistics will reveal that the educational development in the past has largely been due to the contribution by private philanthrophists who have come forward with endowments and who have been meeting

heavy recurring expenditure in the maintenance of schools. This readiness of philanthrophists can be harnessed and canalised if the President of the Union or the Prime Minister or the Minister of Education should make known to the people of the urgency of the problem and call for contributions to a national education development fund. I am sure that the response will be magnificent. It should also be possible for the Government to explore other possibilities whereby even people of moderate economic competence could contribute their share towards such a development fund. The issue of a special Education Development Stamp, the levy of a cess on long distance travel, a levy of a small duty or educational cess on imports into our country may all yield funds, which may go to strengthen the education budget. A dependance on the normal tax resources for financing an expanding programme of education in an underdeveloped country like India where the demands for various scheme of development are incessant would never provide the funds for a rapid development of efficient education.

The reconstruction of education involves expenditure on construction of school buildings and provision of equipment. These are in the shape of capital investment, and one has to examine whether such capital expenditure should be met only from the revenues or whether we could draw money from other sources. Special loans or bonds for development of education for the building of better schools would enable the public to contribute liberally towards such a project. What is necessary is a bold policy based on a strong determined urge for improving conditions and making an all-out effort for securing the funds necessary for it. One should not sit idle, frightened at the magnitude of the task but must act vigorously to face the problems and overcome the obstacles.

I would like, in conclusion, to quote the following observation of the Secondary Education Commission.

"No scheme of educational reconstruction can be implemented with success without the active co-operation of the teaching profession and the sustained interest the teachers may take in such a task. We, therefore, appeal to them to give their unstinted co-operation and support to the scheme of educational reconstruction that may be finally adopted by the States concerned taking due note of the recommendations that we have made. We are fully aware of the great difficulties and the serious handicaps under which the profession is now working, and it is our sincere hope that in the light of our recommendations the authorities concerned will take early steps to improve the status and emoluments of the teaching profession. This will serve to create in the teachers a sense of satisfaction and a desire for whole-hearted co-operation. In a new experimental venture such as this we feel that the teaching profession should be given scope for initiative and freedom in their task."

Subscribe for

SUNSHINE

BEST MONTHLY MAGAZINE PUBLISHED IN ENGLISH

What Every Home, School and College Must Have

Edited by

Dr. G. S. KRISHNAYYA, M.A. (Madras), M.A., Ph.D. (Columbia)

Highly praised by Education Ministers, Directors and Parents.

AGENTS WANTED EVERYWHERE

Rates of Subscription:

Monthly 0-8-0 Annually 5-8-0

Please write to:—

The Manager, SUNSHINE, POONA-5

THE SIGNIFICANCE OF THE UNESCO SESSION IN INDIA

SHRI K. G. SAIYIDAIN,

Secretary, Ministry of Education, Government of India.

(In an AIR talk)

On the 9th milestone of its career, UNESCO finds itself in the historic city of Delhi which has seen many great happenings even during the course of the last few years. But this Session of the General Conference of UNESCO, which is to be attended by 76 nations, is perhaps the biggest international gathering that has ever met here. It is not merely the size but also the significance of the occasion which makes it unique and it is important that we, who have offered to play the host to the Conference, should appreciate fully the role of the organization in general and of this Indian Session in particular.

BIRTH OF UNESCO

Great things have often small beginnings—so was it with UNESCO. During the grim concluding years of the Second World War, many Governments of European countries, which had been overrun by Hitler, found themselves in London—companions in distress and seriously exercised about what could be done to prevent the recurrence of the tragic holocaust which had enveloped the whole world.

Out of the travail of the spirit, which such testing experiences often induce, was born the seed of a creative idea. Not, indeed, a *new* idea—for, its glimmer had always flashed through the dark corridors of human history—but an idea to which it was proposed to give a comprehensive organizational set-up. What was this idea ? It was both simple and profound. It postulated that we could not eradicate wars only through a political or economic approach but must fight its unholy anchorage in the minds of men. There are deep psychological urges, distortions and complexes, festering in the depths of our minds—products of an unlovely and unjust social order—which poison our emotions and warp our thinking.

The politician, in his preoccupation with the game of power politics, is often apt to ignore them, even if he is honest and well-meaning. If he is *not* honest —and is that difficult to imagine ?—he actually exploits them to further his nefarious purposes and fans smouldering discontent and frustration or racial or national fanaticism into flames, which may develop into a hot or cold war.

NEW IDEA

The 'new idea' demanded that this crusade for Peace should enlist into its service all those powerful forces which mould men's ideas and emotions and can give them a new orientation. What are these forces ?—Education, Science, Culture and the powerful modern media of mass communication—press, film, radio, television and the great world of books and periodicals.

These great treasures of the human legacy are not the preserve of any particular classes or nations—they should be the common and undisputed possession of the entire human race and should be utilized both for the general amelioration of man's material lot and for the deeper enrichment of his life.

Modern Science is the special gift of this age which must be pressed into the service of human betterment and help the under-developed nations of the world to improve their standard of living and provide not only ampler material facilities but also that liberation of the spirit which defeats superstition and obscurantism.

Art, literature and culture—usually confined in their national and geographical boundaries or, worse still, monopolized by certain privileged sections—must be freed from the trammels of space and time and made available to men and women so that their life is not condemned for ever to be that poor, drab and meaningless thing from which even a bloodstained war seems a promising or glorious escape!

Education should be developed on a universal basis so that illiteracy and ignorance, which harbour so many social evils and are such good friends of the demagogue and the dictator, are quickly eliminated.

Above all, the combined resources of Science, culture and Education should be mobilized, strengthened by the tremendous reach of the mass media, to build up in the minds of men a respect for man as man, a contempt and intolerance for race and colour prejudices, a genuine sense of human kinship, a lively realization of the fact that *all* races and peoples have contributed, in their own way, to the common human heritage of thought and values, of culture and civilisation. And where any groups have lagged behind, the responsibility is *not* individual but collective—a fact which provides the justification for all schemes of international technical assistance in a world which has become one.

This is the background of the "UNESCO idea", as I see it, and this is the context in which it has been working with increasingly surer and steadier steps.

HIGHLIGHTS OF DELHI SESSION

I have been invited to talk to you about the special significance of this Indian Session. I do not want to claim any special virtue for the happy decision which has brought UNESCO to this part of the world for the first time. But there are certain features which do need to be highlighted. India has been playing from the outset—if I may say so—a vital role in the development of this organization and it has made its voice heard effectively in the past Conferences through such representatives as Radhakrishnan, Azad and Mudaliar—a voice that has been charged with the message of humanism, broad-minded tolerance and universality of outlook.

There is something basically congenial to Indian thought in the UNESCO approach and, in spite of the occasional conflicts and controversies that bedevil us, there is also something in the Indian view point—its tradition of non-violence, its spirit of international understanding, its desire to play the role of a humble peace-maker—which strikes a responsive chord in the mind of UNESCO.

This session in India will not only bring a large number of distinguished men and women working in the field of Education, Science and Culture in contact with this spirit—for what it is worth but also enable them to see how a serious attempt is being made, through our Five-Year Plans and in other ways, to do at the national level what UNESCO aspires to do at the international level—in the way of fighting against the material and cultural deprivations from which millions suffer all over the world.

ASIO-AFRICAN VIEWPOINT

What is even more important for the future of UNESCO is the opportunity which the Session would provide for the effective expression and sympathetic appreciation of what may be called the Asio-African point of view. For reasons, which are to some extent implicit in its history and geography, the UNESCO programmes in the past have been generally dominated by the needs, the views and the aspiration of the

western countries. It is only now, gradually and through some little effort on our part, that proper recognition has been accorded to the problems of this region.

We consider this important, *not* primarily because of any over-riding regional loyalties but because we cannot give UNESCO a global character, unless we pay due respect to the new urges and aspirations that are developing in this part of the world and the values, attitude and ideals which they cherish and which we feel, have some general significance for the world of today.

At the last Conference of the Indian National Commission, held early this year, the need for developing regional co-operation amongst various National Commissions of this region was specially stressed and this General Conference will provide an opportunity for exchange of ideas and discussion of common problems by them which may help to reorient the thinking of UNESCO on these issues.

MAJOR PROJECTS

Again, in the formulation of the programme, we are going to stress the development of certain major projects in different parts of the world which we consider specially valuable in the context of our priorities. One of these is a project for co-operative scientific research in Arid Zones, covering the region from India to Egypt, which would help to wrest, from the grasp of the desert, areas which can blossom into productivity and become a habitable home for man. Such application of science to the solution of human problems gives hope and cheer to mankind and it can only be achieved if the trained powers of the scientists are pooled together, and the resources of the whole world can be focussed on such crucial points.

Secondly, there is a proposal for developing a Fundamental Education project for the Latin American countries that will enable them to develop effective techniques of training teachers and the production of suitable reading materials for children and adults. We are also going to suggest that UNESCO should take up in the coming years, a similar project in this field for the South-East Asian region, where compulsory and adult education is needed even more urgently and desperately.

Thirdly, partly at our initiative, UNESCO is likely to take up another major project for developing mutual cultural appreciation between the East and West—East and West in both senses of the word: the traditional sense of what lies on this side and that side of the Suez and the newer sense which has unfortunately divided the world into the two hostile camps of Soviet and non-Soviet countries. This latter conflict has developed, as we know, into a cold war, which does not stop at economic and political frontiers but has wormed its way into the world of the mind and the domain of culture.

PRIMARY TASK

It is the primary business of UNESCO to build bridges—bridges of understanding between the techniques and values, the efficiency and the freedom, the concept of social justice and the claims of democracy as also between the material and cultural riches—that are at present unevenly distributed in these different parts of the world. This ambitious East-West project, rooted in faith and designed to make the Art and Literature, the drama and music, the philosophical and ethical thought of the various regions accessible to all, has already made a beginning.

You have no doubt heard of the scheme for the translation of great classics from all languages into other languages and of the production of Art Albums and Records of great music by the Cultural Department of UNESCO. If this is to make a real impact, it should be done on a much larger scale so that good books, good pictures, good music are not looked upon as expensive luxuries but as part of everyday civilized life for the com-

mon man. True, it will cost money but, compared to what we spend on armaments, it is not even a flea-bite.

INVESTMENT FOR PEACE

In fact, the total budget of UNESCO—this great global organization, functioning in 76 countries and aspiring to cover the whole front of Education, Science and Culture and the mass media—the total budget of UNESCO does not exceed about 11 million dollars per year! As our Education Minister, Maulana Azad, and our Vice-President, Dr. Radhakrishnan, have said on several occasions—and many other discriminating leaders of thought in various parts of the world have readily conceded—this expenditure on UNESCO activities is an investment for peace and a long-range insurance against the possibility of wars.

Is it too heretical or too unpractical to claim that it is safer and wiser and more decent to spend on Education, Science and Culture, on fighting against disease and ignorance and poverty, on eliminating superstition and prejudices than to spend astronomical sums on preparation for an atomic war which, at the best, may never come and, at the worst, would herald the total annihilation of the human race? India can do no greater service to the cause of UNESCO or to the future of human race than to underline this obvious truth and endeavour, in her own small way, to lift it above the flourish of platform rhetoric, so that, God willing, it can, in course of time, be woven into the pattern of U.N.O. and UNESCO's programmes and become the inspiration of the national and international conduct of all Member-States.

CHILDREN'S ILLUSTRATED CLASSICS

(Dent)

Attractively bound with colour jacket, each title contains 8 or more full colour illustrations and numerous line and half-tone drawings.

Size 8″×5-5/8″ Price 6 titles @ Rs. 10-2-6 each.
„ 28 titles @ Rs. 8-8-6 „

School Co-operative Stores and bonafide booksellers are eligible for a 50% discount on this series.

List of titles will be sent on application.

MACMILLAN AND COMPANY LIMITED,

(Incorporated in England)

6, Patullo Road, Madras 2.

A HISTORY OF TEACHER-EDUCATION IN MADHYA PRADESH

By

S. P. PANDE, M.A., M.ED. (Delhi)
Manava Bharati, Mussoorie.

Teacher-education has established itself as an essential for proper functioning of any educational system. There was a time when it was believed that personnel equipped with general education up to university or pre-university stage and in some cases with specialization in one or two branches of arts or science could competently serve the needs of the profession. Today teaching at all stages, from infant to the university stages, has assumed the form of a science. One cannot afford to be a good educational worker without having proper grounding in the principles and practices of education at the various stages.

The present article intends to place a picture of the contributions made by Madhya Pradesh in the endeavour to cater to the need of trained personnel in the field. It is a fitting occasion to review the progress in the field of teacher-education, at a time when the century old Madya Pradesh is going to be reorganised. There are three distinct phases in the process of development of teacher-education in this State, from the earliest times up-to-date : The early period extending from 1864 to close of nineteenth century, the middle period up to the end of Second World War, and the present period.

I. *The Early Period* : 1864 *to* 1902.

The state of Madhya Pradesh, then known as Central Provinces, was formed in the year 1864. Sir Richard Temple, first Chief Commissioner of the provinces desired to introduce a state-wide system of Primary Education. He was confronted with the difficulty of securing educated men to serve as teachers. Men who possessed a systematic knowledge of the three R's, history or geography were scarcely available. One who knew language did not know enough of arithmetic and *vice versa.* To meet this end government established Normal Schools at Jabalpur, Nagpur and Raipur in 1864. Thus the first institutions of teacher-education came into existence. Psychology, Methods and Principles of teaching were unknown in those days. Function of these training schools was to impart instruction in Language, Arithmetic and Geography to the trainees so that they could teach the three R's in primary schools. Trainees were also taught to draw and maintain attendance-registers of boys and teachers, enrolment and discharge register for students and make salary bills of teachers. These four registers formed the entire school records. The three Normal Schools could hardly cope with the demand for teachers in the provinces. This led the government to open new training schools and temporary Normal Schools were started at all district headquarters of the provinces, following the pattern of the first ones.

These schools were staffed with fresh matriculates from Uttar Pradesh (then known as North-west provinces of Agra and Oudh) and Bombay. After about two decades it was realised by the departmental authorities that some knowledge of Principles and Methods of teaching should be imparted to the trainees. In response to the suggestion made by them, Shri Dwarka Nath Sircar, a history teacher of the Collegiate High School, Jabalpur and Shri

Elliot, Superintendent, Jabalpur Normal School, wrote two books: Methods of Teaching and Kindergarten Gifts, respectively. These books are the oldest publications on the subject, in the provinces and throw light on the progress of Education as a science at the time. By this time a number of Anglo Vernacular Schools were also established in persuance with the policy of education of the then Government of India. A need for a training institution for teachers of secondary grades was keenly felt as a result of this expansion. The then Inspector General of Education, Mr. Monro who came to this province from Madras which was even in those days one of the most advanced regions, in the field of education in the country, took initiative in the project.

A sanction for the establishment of a training college was obtained from the Secretary of State for India. He also designated an educationist from England Mr. R. M. Spence, to take over the charge of the institution as its first Superintendent. In 1890 the institution was opened at Nagpur with provision for a Teachers' Training Certificate Course (Secondary grade). Pending the arrival of the superintendent-designate from England an enthusiastic young graduate from Madras was appointed temporarily to serve as superintendent.

The T.T.C. class consisted of persons of different educational standards: graduates, undergraduates, experienced and middle-aged headmasters of A.V.M. schools, teachers of schools who had got into ruts and few freshers from colleges. Most of these were sent by the department on half-pay. The duration of the course was of six months. The Superintendent was expected to teach all subjects of pedagogy single-handed. The training consisted of a series of lectures without any provision for practice in teaching. The principles and methods taught, could not be demonstrated in actual class room conditions, nor could the trainees get an opportunity to apply their knowledge of methods of teaching in the classes of students. The first temporary Superintendent resigned after only a year as the conditions of work under which he was called upon to work did not permit any useful work. In August 1891 Mr. R. M. Spence arrived. He took up the work with the zeal of an educationist, but tried to introduce so many features that it became almost impossible to manage the affairs successfully and his schemes could not produce the desired results in so short a time.

He formulated a syllabus of training which would be interesting to look at and enable us to understand the educational ideals of the early days in the provinces.

SYLLABUS OF THE T.T.C. CLASS

(Reproduced from History of Spence Training College by Pandit L. S. Jha, Spence Training College Annual, Vol. I, 1926.)

Subjects.	*Books prescribed.*
Principles :	1. Spencer's Education. 2. Bain's Education as a Science.
History of Education.:	Compayre's History of Education, complete, with special reference to a few of the Educational Reformers.
Organization and School Management :	London's school management. Education Manual.
Method of Teaching:	Fitche's lectures on teaching. Manual of Method. Rick's Hand and Eye training. Singleton's Infant games and occupations.
Practical Teaching:	
Physics :	
Drawing :	
Physical Exercise :	On the lines laid down by Maclaren.

Undergraduates were exempted from learning 'Principles'. The Superintendent had to teach all subjects except Drawing and Physical Exercises. All other conditions of work were the same as described earlier. One cannot appreciate the difficulties which the Principal had to encounter in properly discharging his duties. The credit of building an ideal training college, as it is today, is undoubtedly due to this pioneer educationist who devoted himself to the cause patiently against numberless odds.

As already pointed out the government used to depute teachers for training, compulsorily and on half pay. The already ill-paid teachers had thus to suffer a cut of half their emoluments during the training period. This made the institution very much unpopular in the teaching profession. The deputation used to be regarded as 'Penal Settlement'. They (teachers) used to resort to several means by which they could avoid this deputation, with rare success. To encourage youngmen to take this training the department instituted seven stipends for the trainees. But even this step failed to attract youngmen as many of them preferred to join Revenue, Police, Excise and other services which were regarded as more distinguished by the society in general. Consequently many stipends remained vacant for years. A few years later the course was extended to one year. The earlier batches of trainees were of mostly middle aged men with many family responsibilities, suddenly put on half pay. This made their period of training a period of economic stress and trial. The hostel had no boarding arrangements. Some used to live on one meal a day, others on 'Khi Chari' alone. Dressed in poor clothes, living in temporary hutments of the hostel, and half-fed, these 'pioneers of progress' struggled hard against poverty for the noble cause of Education. They have a high place among the builders of a future nation. Salaries of graduate teachers ranged from Rs. 50 to Rs. 80 per month and those of undergraduates from Rs. 20 to Rs. 45 per month.

To sum up, prospects in the Education Department were so poor for a long time after establishment of the Training Institute no one could take kindly to training. At this juncture the government decided to transfer the location of the institute from Nagpur to Jabalpur. This brought forth an era of unprecedented change and hope in the life of the college. In 1902 the Training College was shifted to Jabalpur where it exists up-to-date.

II. *The Middle Period* : 1902 to 1946.

By this time the Training Institute has surmounted the difficulties of the initial stage and established itself on a firm foundation. A new era of hope dawned and filled the period ahead, with a new inspiration. In 1902 the Director General of Education, Government of India, visited the institution. He was satisfied with the efforts of the superintendent and suggested emphatically some expansion, in the form of a Practising School and a suitable pedagogical library, in his inspection note. He also recommended two separate courses for graduates and undergraduates. The provincial government carried out these suggestions without delay. The composite course was split up into two courses :

A. One year course for graduates and experienced teachers.

B. Two year course for undergraduates.

A new site for the expanded institution was selected. Spacious buildings at a cost of Rs. 44,000 were constructed. A practising school under a lecturer of the institute was allowed by the department in 1905. The teaching staff of the college which consisted of the superintendent and a lecturer, was granted the liberty to experiment with curriculum, adopt new methods of teaching as it thought fit and to suggest changes in the curriculum of secondary schools on a provincial level. In short the institution was converted into an Educational Laboratory. It introduced 'Direct method' of teaching, replaced Euclid's geometry with a more practical

text book of middle school geometry. Logical portion of English grammar was correlated with that of Hindi grammar. Applied grammar was introduced. Augsburg system was replaced by the Bombay School of Arts method. Corporal punishment to children was replaced by a psychological treatment of the boys and by making learning more interesting and correlated to life. The college was incidentally visited by the then Chief Commissioner with the Commissioner of Jabalpur division. They were quite surprised at the progress and the results of the experiments. The Director of Public Instruction, having learnt the progress of the institute from the Chief Commissioner, visited it. Having satisfied himself he raised the staff of practising school from two to eight teachers. He also appointed a committee to revise the curriculum of A.V.M. schools of the state, under the chairmanship of the superintendent, Mr. Spence, on the basis of the results of the experiments conducted in the Institute.

Another committee under the chairmanship of Mr. Fox-Strangways, Commissioner of Jabalpur division, was appointed to recommend reorganization of Educational Services of the provinces. The committee recommended a Principal for the institute in the Indian Educational Service, a Vice-Principal and three professors in the Provincial Service. They also recommended the following pay scales for various grades :

Provincial Educational Service :

Ordinary grade—Rs. 200—20—500.
Select grade—Rs. 550—800.

Subordinate Educational Service.

Upper Division :

Ordinary grade—Rs. 60—125 per month.
Select grade—Rs. 150—200—250 per month.

Lower Division :

Ordinary grade—Rs. 40—125 per month.

Primary School teachers—Rs. 25—60 per month.

The government also raised the status of the Institute to that of a college in 1911 and it was affiliated to Allahabad University. Its first batch of L.Ts. passed out in 1913. In the session 1912-13 there were only three graduates and seventeen undergraduates on the college roll. All these trainees were awarded stipends for the training. In 1918 the government sanctioned a scheme to increase the number of L.T. stipends, and provide for training of 40 to 50 graduates and 60 undergraduates. It also envisaged to separate the practising school from the collegiate department, specialization in work of professors, training of drawing masters and Physical Training Instructors. In 1919 the extension wing of the college was inaugurated by the Chief Commissioner of the provinces, Sir Robertson Benjamin and the college was christened "Spence Training College" in recognition of long and distinguished services of Mr. Spence, the first principal. In 1923 the college was affiliated to the newly established university of the provinces, the Nagpur University. Total implementation of the new scheme was hampered for some years to come, Mr. E. A. Mcnee succeeded Mr. Spence. The institution took another long stride in its successful career. It established a respectable tradition of Education. The old attitude to regard it as a 'Penal Settlement' was changed into one of respect, enthusiasm and pride. Spence Training College became a symbol of Educational progress of the state. It served as an Educational Laboratory in the field of secondary education, a training ground for Educational Administratives and an ideal institution for teacher-education. It not only became a pride for the provinces but could also be compared favourably with any of the oldest and the best training colleges of India.

To secure admission in the college was now a difficult task. The number of intending trainees gradually grew larger and larger. The college authorities had to apply a selective process for purpose of admissions. The

graduate course was made a degree course in teaching and was named as B.T. course, and the undergraduate class as Diploma in Teaching class in place of Teachers' Training Certificate class.

The National Freedom Movement under the leadership of the Congress had its reflections in the field of Education too. As a reaction to the foreign rulers' educational system designed to produce clerks and petty officers on a mass scale, Gandhiji evolved a system of national education to suit the masses of India, mostly living in villages. This became known as system of Basic Education or Wardha Scheme, after the name of the place where Gandhiji formulated his scheme. A committee of Gandhian Educationists was appointed to go into the details of this scheme under the chairmanship of Dr. Zakir Hussain, which submitted its report in 1937. Congress formed their Ministries. In 1935, the provinces were given partial autonomy and Congress ministries were formed in many provinces of our country. In the Central Provinces also Congress formed their Ministries. At the time of this regime "Hindustani Talimi Sangh" a training institution for training teachers in the system of Basic Education, was established.

In 1939 the second World War broke. It had its effect on the administration of the country. India was made to join the war by the foreign government, from the side of the Allies. National leadership did not agree to this and as a protest all the Congress ministers resigned. The encouragement and support which the Hindusthani Talimi Sangh received for a short time from the administration was stopped. By 1941 the war assumed alarming shape. The local and Central Governments mobilised all their resources to strengthen the war activities. A state of emergency was declared for the country. Many members of the teaching profession joined the war department or its allied services. Auxiliary Defence Services of the type of "Air Raid Precautions", "Civic Guards", and "Special Armed Constabulary" were organised. Buildings for housing these establishments were required. The spacious buildings of Spence Training College were taken over by the Special Armed Constabulary. B.T. classes of the College were abolished indefinitely. Dip.T. classes were accommodated in the building of Model High School (Practising School), on double shift basis. This state of affairs continued till 1946 till the Allies won the war. In this year the buildings of the college were restored to it.

III. *The Post World War II Period up to the Present Day*: 1945 *to* 1956.

When the World War II ended in 1945, the provincial government formulated schemes for post war reconstruction. Under this scheme Nagpur University started a Training College at Nagpur. With restoration of building to Spence Training College, B.T. classes were revived and the number of seats for B.T. trainees was increased to 126. Seats for Dip.T. trainees were also doubled. Three new Dip.T. Institutes, one for men and women each, at Khandwa, and another at

Approved by all the State-Governments :

EDUCATIONAL INDIA

Edited by

Prof. M. VENKATARANGAYA, M.A.

" I have always found 'Educational India' to be lively and interesting reading and its approach to educational problems is generally enlightened and progressive."

—Prof. K. G. Saiyidain.

Inland	*Single copy*	*Foreign*
Rs. 4/8/-	**As. 8**	**Sh. 9/-**

Office :

MASULIPATAM (S. India)

Amaravati were established. New Normal schools were started in different regions. The American Missionary managed T.T.C. training school was raised to a Dip. T. Institute. A psychology department was instituted under a Psychologist, and attached to Spence Training College. This department undertook to construct Verbal tests of Intelligence in Hindi and Marathi, and run M.A. classes in Educational and Social Psychology and classes in Psychometry and Sociometry. In 1949 M.Ed. class for ten students was added to the Spence Training College (known as Prantiya Sikshan Mahavidyalaya since 1948).

Under the first Five-Year Plan the Government opened one Normal School at each district-headquarter to speed up the supply of trained teachers at the primary school level. Two Normal schools for women and one for Urdu Primary school teachers already existed. As the country has accepted the system of Basic Education as the pattern of Primary Education, there arises a need for more institutions for research and advanced studies in the subject. To meet this need the Education Department of the state started two Post-Graduate Training colleges at Amaravati and Jabalpur. With the growth of Educational and Vocational Guidance movement and in accordance with the recommendations of the Secondary Education Commission, Government of India, a centre for Educational and Vocational Guidance has been established at Prantiya Shikshan Mahavidyalaya, Jabalpur.

The Diploma in Teaching Institute for Women, run by the American Christian Missionary at Jabalpur, also added a B.T. class to its establishment. Their old Dip.T. course has been converted in to a Diploma course in infant and child education, since this year. The Education department opened a Training Institute for Infant and Nursery School teachers with a view to cater to the need of Infant schools.

The present position of the institutions of Teacher-Education imparting training at various levels is as follows:

Course and Institutions	*Facilities.*
Ph.D. (Education) :	
Nagpur University Training College.	—
M.Ed. :	
	10 seats.
Nagpur University Training College.	10 seats, Studentship of Rs. 60 p.m., free tuition and room for each student awarded by State Government.
Prantiya Shikshan Mahavidyalaya, Jabalpur.	
B.T. :	
Prantiya Shikshan Mahavidyalaya, Jabalpur.	126 seats, Stipend of Rs. 40 p.m., free tuition and room awarded to all trainees by State Government.
University Training College, Nagpur.	40 to 50 seats. —
Training College for Women, Jabalpur.	25 seats. (Missionary managed.)
BASIC.	
Postgraduate Training and Research :	
Hindustani Talimi Sangh, Wardha.	—

Course and Institutions	*Facilities.*
Postgraduate Training :	
Postgraduate Training Institute, Jabalpur (attached to P.S.M., Jabalpur).	40 seats, Study awards made by State Government.
Postgraduate Training Institute, Amaravati.	40 seats, Study awards made by State Government.
UNDER GRADUATE.	
Dip.T. : Prantiya Shikshan Mahavidyalaya, Jabalpur.	128 seats, Stipends of Rs. 30 p.m., free tuition and room awarded to all candidates by State Government.
Dip.T. Training Institute for Men, Khandwa.	64 seats, Stipends of Rs. 30 p.m. free tuition and room awarded to all candidates by State Government.
Dip.T. Training Institute for Women, Khandwa.	64 seats, Stipends of Rs. 30 p.m. free tuition and room awarded to all candidates by State Government.
Dip.T. Training Institute, Amaravati.	64 seats Stipends of Rs. 30 p.m. free tuition and room awarded to all candidates by State Government.
Prantiya Shikshan Mahavidyalaya, Jabalpur.	128 seats, Stipends of Rs. 30 p.m. free tuition and room awarded to all candidates by State Government.
Dip.T. (*Infant and Nursery*) :	
Training College for Women, Jabalpur.	35-40 seats, Institution aided by the State Government.
Shaskiya Bal Prashikshan Vidyalaya, Nagpur.	40 seats, Stipends of Rs. 30 p.m. awarded to all trainees by State Government.
PRIMARY SCHOOL TEACHERS' TRAINING.	
Teachers' Training Certificate :	
25 Normal Schools owned by State Government.	1,700 seats, All trainees awarded stipends of Rs. 20 p.m. free tuition and room.

It would be appreciated by all the promoters of Teacher-Education, that Teacher-Education was not only free in the State but the State had also provided for many studentships and stipends at all levels of teacher training. In the Government Institutions it was and is entirely free and the non-government institutions were and are liberally aided. This is a unique feature in the State. It is hoped that the new administration of the reorganised state will not only continue the liberal traditions of the past but also extend these facilities on a larger scale to the new component units to further the cause of Teacher-Education which is a pressing need of our nation.

PROFESSIONAL SERVICES

The role of a professional organisation has been described as three-fold: (1) to guarantee professional competence, (2) to guarantee professional conduct of its members, and (3) to raise the status of the profession.

Services performed by the professional organisation are varied in nature and scope. These services which are outlined below, while forming the very heart of the efforts to improve educational services and the conditions of members, are so general in nature that the profound effects they have upon lifting the status of the individual teacher is often not too obvious. Thus it is that frequent complaints from individual teachers are heard to the effect, " What does the MEA do for me ? "

PUBLICATIONS

One of the most tangible services performed by the MEA is in the area of publications. Included are the ten issues of the Minnesota Journal of Education distributed to all members as a part of the membership privileges.

Other publications include the Newsletter, legislative bulletins, A Handbook of Minnesota Teachers, and numerous others dealing with professional problems for the information and guidance of members.

RESEARCH

Through the activities of the Research division, MEA members are provided with up-to-date information about many phases of public education and professional problems. Data collected by the research division furnishes the basis for formulation of legislative policies and more specifically for assistance to local associations in planning adequate and sound salary programmes and the adoption of policies dealing with welfare of teachers.

Research studies are available in any quantity to members of the association as part of the membership. A salary consultant is available to assist local associations in drawing up salary proposals and presenting them to boards of education.

FIELD SERVICE

Personal contact with members of the MEA is often considered to be the most valuable service that a professional organisation can provide. Assistance in planning local programmes, in formulating and presenting salary proposals, in counselling with respect to, a multitude of professional problems as well as working with lay groups on problems of the profession is all a part of field service available to the members of the association.

PUBLIC RELATIONS

The relationship of the profession with the public is vital in the achievement of professional status. An expanded activity of the MEA this year includes a full-time public relations person who will provide publicity in order that the organisation both at the state and local level might better tell its story, speak to lay groups, develop contacts with press, radio, and TV, publicise legislative programmes, prepare articles for lay magazines and in general, bring the MEA before the public.

LEGISLATIVE SERVICE

One of the chief aims of a professional organisation is the furtherance of the welfare of its members. Much of this can be done through effective work with the state legislature. The passage of the " Fair Dismissal Law ", " Teacher Retirement," increased " State Aids," and many other important legislative accomplishments can be credited to vigorous activity on the part of the MEA in this field.

A fulltime legislative representative will work with the legislative committee this year and with local associations in bringing the legislative programme before the legislature and the public in general.

GROUP INSURANCE

Available to members this year for the first time will be an expanded insurance programme. In addition to Washington National *income protection insurance* which is available to members at reduced rates will be *personal liability insurance* to protect you from damages arising out of suits involving injury to any of your students. This insurance has become increasingly more important each year and will become effective with the receipt of your membership at no additional cost to you. *Automobile insurance* at greatly reduced rates to you as a member of a 'preferred risk' group as well as *health* and *accident* and *life* insurance will become available this year.

Part of your dues are allocated to a Welfare Fund which is used to provide you with legal counsel in any matter pertaining to your employment or professionalism. The availability of legal counsel to the membership is an outstanding mark of professional conduct.

MISCELLANEOUS SERVICES

Many of the less tangible though no less important features of a professional organisation such as yours is the multitude of services which indirectly affect your professional status. These include: film service, leadership services and conferences, state convention and co-operation with PTA, School Board Association, State Department of Education, improving teacher education, and certification standards through TEPS, and the opportunity to work together as a group of professional people with the same ideals and problems.

These are a few of the services that you make available to yourself and your colleagues through membership in your professional association. Are you willing to invest in your profession?

—*Minnesota Journal of Education, August* 1956.

VERSES AND SONGS

BY

F. L. BILLOWS

Book I—8 As., Book II—9 As., and Book III—10 As.

These books contain many easy poems suitable for pupils of Forms I, II and III and for the varying intellectual capacities between the most intelligent and the most backward.

Besides, each book contains in the beginning an introduction giving instructions to teachers and at the end notes about the verses. Commended for use in every school.

Copies can be had of:

MACMILLAN & COMPANY, LTD.,

(Incorporated in England)

6, Patullo Road, Mount Road, Madras 2.

FROM OUR ASSOCIATIONS

TIRUNELVELI DISTRICT TEACHERS' GUILD

The quarterly conference of the Tirunelveli District Teachers' Guild was held at Courtallam on 15th September, 1956.

Resolutions were passed concerning salary scales, allowances, pension, leave rules, provident fund, etc.

THE NORTH ARCOT DISTRICT TEACHERS' GUILD

The Semi-Annual Conference of the North Arcot District Teachers' Guild was held in the premises of Sri Venkateswara High School, Vellore, on Saturday, the 6th October, 1956, with Sri S. Krishnamurthi, the President of the Guild, in the chair. 118 Delegates were present.

The Conference began with silent prayer, after which the Head-Master of Sri Venkateswara High School welcomed the members of the Guild. Then the President of the Guild after welcoming the Delegates, gave a short review of the activities of the Guild since his assuming office and dealt briefly with some of the changes adumbrated in the White Paper. He then offered a special welcome to the distinguished speaker of the day, Sri S. V. Chittibabu, M.A., B.T., Principal, Government Training College, Katpadi.

Sri S. V. Chittibabu then delivered his address. He observed that in an organisation consisting entirely of teachers there need be no restraint on the free exchange of thoughts. If the teachers of today are shorn of much of the glory of their predecessors, it was because they are not up to the mark. There are various types of teachers—those that have sought the profession as a last resort, others who have drifted into it and do their work mechanically and lastly, those that remain in the profession to wreck it. Here and there we come across great teachers with amazing devotion to duty and unbounded love of children. Such are indeed the salt of the earth.

A disgruntled teacher can hardly do justice to his work. The Lecturer appealed to the teachers to frequently put to themselves the question, " Have we tuned ourselves to the requirements of our calling ? " He then illustrated with examples how teachers can make or mar the pupils. The teacher must enter his class in a cheerful frame of mind and do his best for the children. The school has the first claim on his energy and time. Honesty, sincerity, sympathy, understanding, self-control—these form the warp and woof of a teacher's existence. To dub a child as worth-for-nothing is a sin. We should get to know the child's environment. Teacher-parent contacts will prove a panacea for all the ills of student behaviour.

The Lecturer then appealed to the members to keep their minds ever open. They should not cling to ideas that are out of date. They should adjust themselves to the conditions of the fast changing world. Otherwise they would be severely left alone as mere spectators while the Caravan marches on. Lastly he warned teachers against casteism among their ranks.

Sri S. Krishnamurthy expressed the thanks of the Guild to the learned lecturer. After tea, the Business Meeting was held when members discussed and passed a number of resolutions. Sri D. Narasimhachari proposed the vote of thanks to all those who had been responsible for making the Conference a success. With the singing of the National Anthem the meeting came to a close.

THE CENTRAL MALABAR DISTRICT TEACHERS' GUILD, NANMINDA.

Proceedings of the Executive Committee meeting held on 27th October, 1956 at 10 a.m. at K.M.S. reading room, Kallai.

President of the Guild presided.

Members present: 8

Report of the last meeting was taken as read, approved and recorded. Accounts from 24th June, 1956 to 26th October, 1956 were passed.

The following resolutions were passed.

(1) Resolved to welcome warmly the birth of Kerala State and to request all the organisations of teachers to celebrate the 1st November, the day of coming into being of Kerala State, in the way in which it deserves.

(2) Resolved to request the Government of Kerala that a house rent allowance equal to what the Government employees get be granted to all categories of teachers employed in first grade municipalities.

(3) Resolved to request the Government of Kerala State that serious and effective actions be taken against the manager, Ariyalloor Devi Vilasam H.E. School, Kondotty Range, who has refused to implement the orders of the educational department and who is alleged to be resorting to vindictive measures against the teachers.

(4) Resolved to request the Government of Kerala State that all the educational institutions, irrespective of being managed by private management or Local body, be taken over by the Government by the birth of Kerala State. As an interim step, direct payment system, as in Travancore-Cochin, be adopted in the case of the teachers of Malabar District also.

(5) Resolved to submit a memorandum to the District Educational Officer describing the details of the Ganapat High School crisis—security of tenure, injustice in fixing the grade of language teachers etc.—for immediate redressal, for which a committee consisting of Messrs. A. K. Appu, B.A., B.SC., B.T., C. Gangadharan Nair, B.A., B.T., Thayat Sankaran, B.A., and K. V. Govindan Kutty Nair was appointed.

NEWS AND NOTES

RASIPURAM

Under the auspices of the Teachers' Association of the Municipal High School, Rasipuram a meeting was held on 12th September, 1956 in the Municipal High School, Rasipuram under the presidentship of Sri R. V. Krishnamurthi Iyer, B.A., vakil of Rasipuram. The teachers of the Board High School, Rasipuram, National Girls' High School, Rasipuram, Sengunthar Mahajana High School, Gurusamipalayam also attended the meeting.

Sri M. K. Ramamurthi, B.A., M.ED., Headmaster, Sengunthan Mahajana High School, Gurusamipalayam spoke on "The Teacher in a Welfare State" He expatiated at length on the problems of education and status and position of the teachers in the present day and insisted on the immediate improvement of the condition of the teachers.

The president in his concluding remarks enthused the members of the Teaching profession to meet often in such gatherings to discuss about the common problems of education. The meeting came to an end with the singing of National Anthem.

THE WORLD CONFERENCE OF TEACHERS 1957.

The Administrative Committee of WFTU (FISE), which has met in

Prague, 4-8th September, 1956, has decided to hold the World Conference of Teachers on 25th July, 1957.

It proposes that the three following questions be put on the Agenda :

1. The present situation of the school and of teachers in the world. How to improve it ?
2. The education of young people in the spirit of patriotism and of friendship between peoples.
3. The activities and the programme of WFTU (FISE) and the problem of the unity of teachers.

TIRUPAROYTURAI

The students and the staff of the Vivekananda Training College, Tiruparoyturai assembled at Sri Ramakrishna Tapovanam on the 24th October, 1956 to observe the United Nations Day. Sri Ojasananda of the Ramakrishna Mutt, Ootacamund addressed the gathering. He sketched in a unique manner how the United Nations Organization came into being to maintain International peace and Security.

Then the learned speaker dwelt on the six principal organs of the United Nations namely the General Assembly, The Security Council, The Economic and Social Council, the Trusteeship Council, the International Court of Justice and the Secretariat.

Then Sri P. Karunakaran, B.A., student of this college, gave a talk wherein he pointed out how the United Nations has achieved success in spite of the upper hand of the powerful nations, the provision of the Veto power and the grouping of the nations into blocs.

MADURAI

The pupils and staff of the Sourashtra Secondary School, Mainguard, Madurai, celebrated the 11th Anniversary of the U.N.O. Day on the 24th October, 1956 with Sri R. Ramasubbu, B.A., B.T., Headmaster, in the chair.

After prayer, the president traced out the origin of the U.N.O. and the ideals of its functioning and how all nations derive benefits through the U.N.O.

The pupils of the III Form demonstrated how the different sections of U.N.O. function, each pupil explaining the objects and services of the General Assembly, Security Council, Trusteeship Council, UNESCO, World Court and the Secretary General's office. Another pupil read an essay on the services of the U.N.O. to the World.

OUR BOOK SHELF

THE MODEL VILLAGE THAT BHAL AND SITA BUILT : By Home J. H. Taleyar Khan (K. & J. Cooper, Bombay). Price : As. 15.

So much is heard of extension projects and village block development schemes nowadays. Those who wish to know about this will be benefited by a perusal of this book which throws much light on the kind of work done in rural parts and the transformation that is going on not only in the physical appearance of the village but in the life and spirit of its inhabitants. The language is very simple and even young readers in schools knowing English of the standard of the IV Form can understand the language and find it interesting and informing to go through the book.

List of publications received and acknowledged with thanks :—

1. Education Abstracts (Unesco) :
   (*a*) Inspection and supervision of schools.
   (*b*) Education in Japan.
   (*c*) Education of rural youth—some out-of-school activities.
   (*d*) Museums in Education.
   (*e*) Official Reports on Education.
2. Fundamental and Adult Education, January 1956 and April 1956.
3. Report of the summer camp of Delhi Principals held at Phalgam in the summer of 1956.
4. Institutions for Higher Education, 1956. (Government of India).
5. Education in the States, 1953-54. (A statistical survey. Government of India).
6. Public Expenditure on Education, Parts I and II. (UNESCO).
7. Indian Education Abstracts, vol. 2, No. 1. (Government of India).

LETTER BOX

NON-TEACHING STAFF OF THE EDUCATIONAL-INSTITUTIONS

The Education department not only draws lines of distinction among teachers and also separate the clerks etc. of the schools from the teachers though they are treated on par with secondary grades. For example in cyclone affected areas advances of two months' salary were sanctioned to teachers from their provident fund account. The clerks etc. who are also contributing towards the provident fund account applied for the advances along with the teachers. But the applications of the clerks were not considered, on the ground that G.O. No. 149 Edn. D/30-1-56 relates only to teachers and not others. Then we represented our grievances to Sri G. Krishnamurthi, M. L. C. (Teachers) and he raised this question on the floor of the Council and urged the Government that the clerks of the school are equal to the secondary grades (report in the 'Mail' d/26-3-56) in all respects and pleaded for sanction of the relief loan. We appealed to the Director of Public Instruction, Madras for favourable orders. The D.P.I. in his proceedings R.C. No. 242 D/56 D/13-4-56 refused sanction of cyclone relief loans, as if the clerks were unaffected, stating that they could avail themselves of the help of the revenue department. Why should the poor clerks go there for help while they have their money in their own T.P.F. account, the use of which in no case would be a loss to the Government?

Even from the economic point of view the way suggested by the Educational authorities would result in loss to the Government. Will the Minister for Education who is also the Minister for Finance look into this and do some justice for the poor clerks in the school?

Now we have to face the pension scheme. We are glad to read in the S.I.T.U. journal that 7th Aug. 1956 will be observed as the "Teachers' Charter Day" to impress our demand on the question of age of retirement and the extention of pension schemes to all categories of teachers. School clerks are also members of the teachers' associations and are part and parcel of the educational institutions. So may we request all teachers' associations through your esteemed columns to word the benefit resolutions as **"All Categories of teachers including the Non-teaching staff of the educational institutions?"**

K. NAGARAJAN,
Treasurer,
East Tanjore Dt. Non-teaching Staff Association.

S. I. T. U. PUBLICATIONS, LTD.

Raja Annamalaipuram, Madras-28.

(Books approved by the Director of Public Instruction, Madras, for use in libraries.)

	Price Rs. A.
1. **Pudumaikanda Periyorgal** (radio talks in Tamil to school children about six scientific inventors.) ...	0 12
2. **Bharat—Nam Nadu** (Tamil) : by Sri V. Natarajan. (A useful book for Social Studies) ...	1 8
3. **Perunthozhilin Kathai** (radio talks in Tamil to school children about great industries) ...	0 12
4. **Mudiyavan Virundu** (in Tamil containing good articles on general knowledge) ...	5 0
5. **Teaching of Mathematics** by Sri N. Kuppusami Iyengar. (Very useful for training schools and colleges) ...	10 0

A discount of $16\frac{2}{3}$ per cent will be given on orders for 10 copies in each of items 1 to 3 and 25 per cent on items 4 and 5.

Please apply to the Secretary.

ADULT EDUCATION.

The candid statement made by the Minister for Education on the floor of the Madras Legislative Council assessing the achievements of adult education must provoke heart-searchings of workers in the field of adult education. He said that "the adult literacy movement in the State during the past decade was a mere waste of our resources and energy, because the results achieved were not commensurate with either the money or the human energy spent in the process." Rajaji wrote a primer in Tamil for adults; Laubach, the well-known leader of the adult literacy movement, had a Tamil primer written for adults. Other quick-literacy methods of imparting adult literacy in about 40 days had been worked out. Rajaji gave an exposition of the methods to be adopted in dealing with adults. The child is amenable to discipline, and may not interrupt the teacher now and again; but the adult is self-conscious and will interrupt the child when he feels any doubt. The teacher ought not to show impatience, but should try to understand the adult student's difficulties and solve them. The adult has experience of life. The knowledge imparted will interest the adult only if it is related to the life and interests of the community in which he lives. The books suited to children's capacities will not suit the adults. The reading material for adults should be prepared so as to suit the psychology of adults. These principles were drilled in the minds of adult education workers when the adult literacy and education movements were launched two decades back in our State. Rural colleges were started about six years ago. Social service leagues run by colleges organised bands of student-volunteers for imparting literacy in rural areas; and much publicity was given by the press to these campaigns. The Minister's assessment that the whole thing is a sheer waste is staggering.

A distinction is made between literacy and education. Even without literacy, some measure of success in social or adult education could be secured. But literacy cannot be neglected, for literacy is a vital tool for imbibing the lessons of social education. Literacy, though a means to an end, is a yardstick for measuring the culture and civilisation of a nation. The problem of social education bristles with difficulties in India, as universal elementary education has not yet been established. In other countries, adult education not only makes good the deficiencies of earlier education, but enables men and women to live full and interesting lives, provides for many levels of attainment, and offers a great variety of service to adults desirous of improvement either in their vocation or in the business of living. We in India have to achieve the two objectives at one and the same time. In fact, adult education in India has to embrace not only training in community living, but has to start with the eradication of illiteracy. We cannot afford to dispense with training in literacy in our programme of adult education.

Dr. A. Lakshmanaswamy Mudaliar expressed the view on the same occasion that "it is far more important to see that every child is educated — without being allowed to grow into illiterate adults—than to educate the adult." The Education Minister Mr. C. Subramaniam agreed with this view and posed the question, "whether we should try to create illiterates and then make literates or we should stop the very process of creating illiterates by using all the available resources for the purpose of seeing that the children acquired literacy." The issue reads like an enigma. The Union Education Minister Moulana Abul Kalam Azad stated a few years ago in

addressing a seminar on social education, "that the problem of adult education is of far greater urgency than the problem of educating children." To my mind, the question of priority or urgency does not arise. The task of educating children for eight years is not a matter of choice of any-one, but has to be discharged according to the Directive Policy of the Constitution. Primary education cannot make progress without a drive for adult education; and any programme of adult education which neglects the education of children cannot meet with success. Programmes of adult and elementary education should, therefore, go hand in hand, if either is to succeed. Each is a necessary concomitant of the other. The Central and the State Governments cannot give up either the one or the other in their programme of national education.

It would have been better if the Government had accepted the non-official resolution recommending the appointment of a committee to examine the problem of adult education in the State, especially in view of the devastating analysis of the present position.

R. SRINIVASA IYENGAR.

Principal, Srinivasa Tutorial,
COIMBATORE.

Sports Goods, Athletic & Gymnastic Kit

OF TOP - NOTCH QUALITY

at prices which defy competition.

Also Sole Distributors for S. India for :

GLOBES, MAPS and CHARTS

made by CLIFTON & CO., DELHI.

Uberoi LIMITED

22, Mount Road,
Madras-2.

Branches in the South : **Bangalore, Coimbatore, Vijayawada & Hyderabad.**

Factory & Head Office : AT NEW DELHI.

OXFORD JUNIOR

ENCYCLOPAEDIA

NOW COMPLETE

Volume XIII: *Index and Ready Reference Volume* is now published. As well as a comprehensive Index to the Encyclopaedia, it contains many features presented in pictures, charts and tables, such as: an illustrated time chart of world history from 4,000 B. C. to A. D. 1945; characters and places in Greek and Roman Mythologies and in Old and New Testaments; the British farming year; flower families, typical regions of Britain, countries of the world.

Volumes I-XII, **35s** *each. Volume XIII,* **30s**

The set of 13 volumes, **£ 21**

CHOOSING A CAREER

BY C. T. PHILIP

Crown 8vo *158 pp* *Boards* **Rs 4**

Skilled vocational guidance is rarely available in India, and this book sets out to show, first, the need for it, in order to reduce the individual unhappiness and national wastage that result when young men and women embark on careers for which they are by nature and education ill-fitted; and secondly to suggest to parents and teachers how they can improve the situation.

An educational edition bound in card covers
is available at **Rs 3**

OXFORD UNIVERSITY PRESS

Representation made to Government by the President, the South India Teachers' Union.

No. U/2473, Dated 7-11-'56.

On behalf of the South India Teachers' Union, I thank the Government of Madras, for granting pension to teachers. In the Rules published, certain points have to be clarified and certain other points, especially breaks due to resignation, have to be liberally interpreted.

Rule 10 (b): This condones breaks in service on account of retrenchment for want of vacancy or for similar reasons beyond the control of the teacher concerned, thereby taking into account past services. But it is stated in this Rule that if the breaks are occasioned by reason of resignation, the past service shall not be taken into account without the specific orders of the Government. This will work hardship in the case of teachers in aided institutions besides causing delay in the disposal of cases referred to them.

(i) In aided institutions when a teacher leaves an institution to join another institution to better his prospects, he has to resign. There is no question of transfer as in the case of employees of Local Bodies. Between the date of relieving and the date of joining there is generally a break. For instance, a teacher is relieved on 6th June, the reopening day after summer vacation. The other school which he has to join opens only on the 15th of June. Thus there is a break.

(ii) Sometimes it happens that a teacher due to unsympathetic attitude of the management has to resign. Some months elapse before he secures a job in some other institution. It is well known to Government that the present agreement between the teacher and his management does not give security of tenure to the former. Three months' notice or three months' salary in lieu of notice will do for the termination of service.

It is requested that the Government may modify the orders to the effect that the breaks occasioned by reason of resignation shall not have the effect of forfeiting the past services, provided the teacher concerned has not taken job in any non-teaching profession during the breaks. In case he was employed during the period of breaks in any non-teaching profession, the previous sanction of the Government may be taken to condone the breaks so as to take the past services into account. The main point to be considered is whether he continued to be in teaching profession inspite of breaks and whether he had not sought employment in any other profession. In certain cases it may so happen that a teacher during a break period may have to take up employment not as teacher but as a non-teacher in order to support himself and his family due to non-availability of posts in the teaching profession. The Government should view such cases sympathetically and condone the breaks so that the past services may not be forfeited.

May I request that orders to the above effect may be issued as early as possible, as otherwise, a good number of teachers may not get the benefit of pension.

Dated 17-11-'56.

SIR,

You may remember a few days back I waited in deputation on the Hon'ble Minister for Education. You were there also present. One of the points discussed was regarding the Rules prescribing the minimum strength for the purpose of providing facilities for the study of Sanskrit, Arabic or Urdu in secondary schools. Please vide G.O. Ms. No. 1344, Education, dated 12-7-'56.

The Rule insists on a minimum strength of 45 pupils in the aggregate

in the three Forms I to III or Forms IV to VI in secondary schools. This Rule will affect many Sanskrit and Urdu Pandits. During the last three or four years, the strength in these languages has considerably fallen. Sanskrit Pandits and Munshis who had put in more than ten years of permanent service will be affected. Already certain District Boards have given notice of termination of services of Sanskrit and Urdu Pandits on the ground that there is not the minimum strength. It is needless to say that these two languages are important ones. As I represented at the interview that pending the proposals for the reorganisation of secondary education, the present incumbents may be continued. If the present Rule is given effect to, it will literally kill the study of Sanskrit, which is far from the minds of the Government. It is requested that the implementation of the Rule may be kept in abeyance.

THE S. I. T. U. BENEVOLENT FUND

Serial subscription numbers of members who have renewed their subscription for the year 1956-57 :—

Board High School, Kannamangalam, North Arcot.

Nos. 2414-2418, 2420, 2422, 2424-2432, 2784, 2785, 3222, 3225-3227.

D.J. High School, Gobichettipalayam, Coimbatore.

Nos. 1091, 1093-1097, 1099, 1122, 1124-1127, 1129-1132, 3216-3221.

K.S. High School, Chennimalai, Coimbatore.

Nos. 2165, 2166, 2168-2172, 2177, 2178, 2812, 2813, 2815, 2816, 3235, 3237, 3238, 3240-3242.

Serial subscription numbers of members who have commenced their subscription from the year 1956-1957 :—

Board High School, Kannamangalam, North Arcot.

3308 Sri V. V. Ranganathan.
3309 „ G. R. Soundararajan.
3310 Sri E. Natarajan.
3311 „ K. Murugesan.
3312 „ P. R. Arumugam.
3313 „ S. Ananthavijayan.
3314 „ T. Govindaraju.
3315 „ N. S. Lakshmana Rao.

K.S. High School, Chennimalai, Coimbatore.

3316 Sri R. Nagaraja Rao.
3317 „ K. V. Sivaramakrishnan.
3318 „ V. R. Angappan.
3319 „ A. Ramaswamy.
3320 „ T. S. Palaniswamy.

Members are kindly requested to send their renewal subscription for the year 1956-57, if they have not sent it already, and also to enrol as members of the Fund from the current year those teachers who have not yet joined it.

Phone : 86813

SHARMAN

*

SUPPLY SPORTS GOODS OF DISTINCTION

APPROVED BY SPORTING PUBLIC

INDOOR & OUTDOOR

*

EQUIPMENT FOR CITIZENSHIP TRAINING A SPECIALITY

SHARMAN & CO.

MOUNT ROAD :: MADRAS-2

BRANCH: COIMBATORE

EDITORIAL

A great loss

In the passing away of Sri C. Ramanujachariar, Madras has lost a great promoter of progressive education and a friend of the deserving poor. The establishment of the Ramakrishna Students' Home by Ramanujachariar and his brother was a land mark in the history of education in Madras. The late C. Ramanujachariar spent all his time in building up this Home and putting it on a permanent basis and expanding its scope of activities. It was through his efforts that around the Home were built a residential school and a technical school, a college and a number of primary schools. The success of these activities inspired such confidence in the public that many have been the requests on the Home to undertake managements of schools and other institutions in and around Madras. The Sarada Vidyalaya Girls' High School and The Sarada Vidyalaya Training School have sought the assistance of the Mission. It must be said to the late C. Ramanujachariar's credit that while he did most of the work, he always remained in the background ensuring to each of these institutions competent and autonomous management. He made the Home his own Home and delighted in spending his time with students of the Home and in his inimitable way without appearing to do so he inspired the thousands of students to high ideals of life. The past students of the Home are all over the world and wherever they are, they are holding aloft, the torch of the Home and are spreading the message of the Home. His passing away is mourned not only by the members of his family but by the large number of students past and present of the many institutions that he helped to build and in fact by all the people of Madras. The only solace in this is that it has always been his endeavour that every institution should be allowed to progress on its own lines. We offer our heartfelt condolences to the members of the bereaved family.

Pension and Insurance

We welcome the announcement of the Madras Government in providing a compulsory pension scheme for teachers of Elementary Schools and for certain categories of teachers in Secondary Schools. This is a long needed reform but nevertheless we are glad that Madras has taken the lead in the matter of providing pension to teachers in non-government institutions. This is indeed a great gesture of recognising the teachers as important social workers. We understand that the Hon'ble the Minister for Education is having under consideration the extension of this scheme to the other categories of teachers too. It is hoped that at an early date a decision will be taken in this regard.

We are also glad to find that the Government have introduced a scheme of compulsory insurance for teachers in schools. It is, however, unfortunate that as the scheme is introduced the Insurance companies that were offering policies of the amount that the Government have laid down for the different categories of teachers are unable to issue such policies in accordance with the terms of the Life Insurance Corporation that has come into existence. A large number of teachers will come under that scheme and it should be possible for the Insurance Corporation to provide a new table for the benefit of teachers taking insurance under this scheme. We are informed even the postal insurance cannot cover such a scheme as has been suggested by the Madras Government. The South India Teachers' Union Protection Fund offered tables which could easily fit into this scheme. But because its premium rates are very low, much lower than the rates prescribed by the

Insurance Corporation and because of certain other rules and regulations of the Corporation we understand that such policies are no longer issued and in effect that these rules of the Government of Madras have to remain ineffective. We urge upon the Government to take this matter with the Insurance Corporation and secure for the teachers the benefit which the Government order was intended to bring to them.

Welcome to Dr. Willard E. Givens

We are happy to announce that the National Education Association of America at the request of the Secretary-General of the World Confederation of Organizations of the Teaching Profession has sent its former Secretary-General, Dr. Willard E. Givens to visit our organisation and help us in strengthening ourselves. Dr. Givens is a distinguished teacher of America who spent very nearly 20 years as Secretary-General of the National Education Association of America. In that capacity he has not only helped in the phenomenal growth of that association but built up for it a power and prestige unrivailed in the world. That position gave him remarkable facilities to strengthen teachers' associations all over the world. As Director of the International Relation Committee of the NEA, he had opportunities of knowing conditions throughout the world and he gave his wholehearted support to a world organisation of teachers. He was closely associated with the World Federation Organisation which later became the World Confederation of Organisations of the Teaching Profession. He contributed not a little in converting this organisation into a confederation by bringing into its fold the two European organisations of teachers the IFTA and the IFSO. Dr. Givens will be going round the country soon after his assignment with the UNESCO is over. He is an adviser to the U.S. Delegation to the 9th Conference of the UNESCO now in session in Delhi. Dr. Givens will be visiting Nagpur, Hyderabad, Madras, Bangalore, Mysore, Trivandrum, Bombay and Calcutta, during his two weeks stay in India. We are quite confident that he will have a rousing reception and that teachers in these places will greatly profit by his experience and guidance. We extend to Dr. Givens our very hearty welcome to our country and we are looking forward to a great increase in the strength of Teachers' Organisations in India as a result of his visit.

Science Teachers' Seminar

We are glad that at last the efforts of the Union in organising a Seminar on the teaching of General Science is bearing fruit. The Government of Madras have very kindly approved the scheme and have even made financial provision towards travel and boarding cost of the participants of the Seminar. The Seminar will last from the 17th of December to the 5th of January, and will address itself to the problems connected with the improvement in the teaching of General Science. We trust that the Central Government through the All-India Council for Secondary Education would be able to give some assistance to enable to South India Teachers' Union to organise this Seminar successfully. The Science Lecturers' Seminar held recently at Taradevi covered the ground fairly wide and their recommendations and the report of their discussion will be of great use to the participants of the Seminar.

Real reform in education does not consist in paper changes either on the pattern or on the curriculum but must come from improved teaching techniques and teaching programmes which teachers in the class-room alone can provide. Meetings and Seminars of this type will go a great way for providing the stimulus, the initiative necessary for bringing out such improvement. We wish this Seminar all success and look forward to more such seminars being organised in different parts of the State so that all schools may be covered and all teachers may have the benefit of such discussions and studies.